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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 38 titles deal with a variety of topics, including the following: (1) how writing centers succeed and fail; (2) the effects of scoring method, topic, and mode on grade 12 students' writing scores; (3) analysis of the peer conferences of upper elementary writers; (4) toward a pedagogy of rewriting; (5) the development of journalistic writing styles; (6) effects of assignment on writing quality and lexical cohesion at four grade levels; (7) attitudes of principals toward written composition research and instructional leadership practices associated with effective writing programs; (8) criteria for evaluating teaching behaviors of college writing instructors; (9) the function of rereading in the writing process; (10) writing stories under time and length constraints; (11) oral and textual composing patterns of beginning writers; (12) effects of teacher-written comments on the revision of description essays by college freshmen; (13) the dimensions of purpose in college writing; (14) the effect of writing upon good and poor writers' learning from prose; and (15) the transactive-developmental writing process as an instructional theory in response to competency testing. (HOD)

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THE USE OF WRITING IN INSTRUCTION: CONTEXT AND CONSEQUENCES

Order No. DA8511296

ALPERT, BRACHA RUBINEK, PH.D. *Stanford University*, 1985. 273pp. Adviser: Nel Noddings

Studies of school writing have focussed on examination of achievements in writing skills that result from different methods of teaching writing. Less attention has been given to examining the ways writing is used to improve the instruction and learning of different subject matters. This dissertation reports a study that investigated the instructional factors that influence the way students write in schools and the consequences of different uses of writing for students' learning and learning experiences.

The study explored writing about literature in three high school English classes whose teachers represented three different pedagogical models: a heritage model, a competency model, and a process model. The classes were observed over a period of four months. Teachers and students were interviewed and all the papers related to literature that the students wrote throughout the academic year were collected. The written pieces, field notes and taped interviews constituted the data examined and analyzed. A qualitative mode of inquiry that draws on "educational criticism" was used in the study. According to this method, research questions are examined by way of description, interpretation and evaluation. The qualitative aspect of the study was supplemented by content analysis of the written texts which included the following dimensions: response to literature, knowledge drawn upon, structure of a written piece, function of its language and the audience addressed.

Three main kinds of writing were identified: writing to describe and interpret literature; writing about literature in order to master expository writing techniques and writing to relate literature to personal experience and knowledge. The following context factors that influence students' writing are discussed: the teacher's task assignment; implicit influences including teachers' questions and responses in classroom discussions; teachers' language style and public and private evaluation.

The study presents results regarding consequences of different uses of writing for subject matter learning, for students' attitudes toward writing tasks, for writing processes and experiences and for teacher-student communication. The main conclusion of the study is that the instructional context within which students write is important both for explaining kinds of writing students do in school and for interpreting different consequences of writing for students' learning and learning experiences.

COMPOSITION AND COMMUNICATIVE INTENTION: EXPLORING THE DIMENSIONS OF PURPOSE IN COLLEGE WRITING

Order No. DA8506080

ANSON, CHRISTOPHER MARTIN, PH.D. *Indiana University*, 1984. 398pp.

In spite of its obvious centrality in written communication, the concept of "purpose" has remained illusive, ill-defined, and unexplored. Recent writing research has focused more sharply on the actual processes of composing than on features of the rhetorical situation surrounding the composing act--features such as the motivation for writing, and the context, audience, and perceived function of the discourse. Pedagogically speaking, college-level writing instruction has done little to clarify the concept either, partly because in the educational context, purpose is extremely complex, involving the implied educational goals of writing, the rhetorical purposes interpreted or defined in any given writing situation, and the agendas of both the teacher and the students as they define the writing activities for themselves and for each other.

The first part of this dissertation explores three dimensions of purpose in written discourse: the rhetorical, the educational, and the psychological. Relevant theory and research in these areas reveals some of the dynamic relationships that make up writers' purposes in particular communicative situations--relationships among the context of composing, the origin and nature of the motivation for writing, the writer's affective and cognitive dispositions, and the linguistic and rhetorical options available to the writer for realizing his or her intentions.

To explore further these dimensions of purpose, the second part of the dissertation describes and reports the results of a case study of four freshmen writers enrolled in a basic writing course at Indiana University. Interviews were conducted with the participants before and after they responded to each of three writing tasks designed to provide them with different choices for audience, mode, and focus. Analyzed descriptively, the data revealed an unforeseen diversity among students' conceptualizations of the purposes for their writing. Ranging from the "extrinsic" and "learning-sterile" to the "intrinsic" and "learning-rich," these conceptualizations are only weakly related to the students' interpretation of particular writing tasks. Instead, they seem to grow out of the students' models of writing in the academic context, their past experiences and backgrounds as writers, and their general constructs of literacy. The results support a writing pedagogy in which a qualitative reformulation of students' discourse models is more central to their continued learning than the quantitative acquisition or mastery of discourse-specific skills.

AN ANALYSIS OF THE VALUE OF WRITING AS PERCEIVED BY ENGLISH TEACHERS AND BY A SAMPLE POPULATION IN HUNTSVILLE, ALABAMA

Order No. DA8517440

BARNES, SYLVIA JEAN, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1985. 102pp. Major Professor: Robert Whitman

The purpose of this study was to determine whether or not there exists any significant difference between the perception of college teachers of English and that of the general population in the value they place on writing.

A questionnaire consisting of 24 items was distributed to 40 English teachers at two local universities and 315 persons randomly selected from the general population in Huntsville, Alabama. Questionnaire items were further divided into six categories as follows: (a) definition of writing, (b) writing and the new electronic devices, (c) function of writing, (d) perception about poor writing skills, (e) writing at the different levels of schooling, and (f) writing on the job.

In analyses which sought to determine the difference in perception of English teachers and the general population on the value of writing, all subscales correlated except (a) teachers and the general population agree with all items except one in the subscale Definition of Writing, (b) teachers tended to disagree more strongly than persons from the general population that automation or technological devices would alter the method of teaching or the need for writing, (c) persons from the general population did not indicate as the teachers did that writing is important at every level of schooling, and (d) English teachers and persons from the general population tended to agree on the function of writing and perception about poor writing skills.

This study contributes to the insights of teachers of writing and people in general as the community seeks consensus regarding writing at all levels of schooling.

STRATEGIC EXAMINATION OF THE REVISING AND EDITING COMPONENTS OF THE PROCESS APPROACH TO WRITTEN LANGUAGE EMPLOYING AUDITORY/ORAL FEEDBACK TECHNIQUES

Order No. DA8516268

BLOOM, KATHLEEN MARY, PH.D. *Marquette University*, 1985. 99pp.

The purpose of this dissertation is to investigate empirically strategies that the writer may employ in the revising and editing components of the process approach to written language utilizing auditory/oral feedback techniques. It has been stated that the revising and editing components are the least researched and least understood of the various stages in the process approach to written language. Yet, at the same time, these two components provide the writer with an examination and refinement of the written word. In an effort to provide a linguistic leap from spoken to written language, auditory/oral feedback techniques were employed to the revising and editing components, thus equipping the writer with skills to appraise and evaluate written language.

Chapter One examines the problem and its setting. Limited prescriptive research has been generated concerning the complex nature of the composing process of written language. Articles have alluded to the importance of the teaching of writing, but few have demonstrated what linkages are necessary for the learners to become competent writers.

Chapter Two focuses on the review of the literature. It was agreed that written composition, when taught effectively, involves a process beginning with pre-writing activities, sense of audience, initial drafting, peer evaluating, revising, editing, and final drafting. The literature also reveals inexperienced writers were inattentive to revising and editing the components, crucial steps in the process.

Chapter Three provides information relevant to the methodology of the study. High school students not meeting the standard on a competency test of written expression were chosen. Dictation and choral readings of the exercises, reading sentences in inverted order from the writer's text, comprised editing strategies. Revising strategies included the reading of individual texts into a tape recording utilizing the monitoring mode for immediate feedback and evaluation.

Chapter Four reveals statistically significant gains on the revising subsets but not editing subsets. Holistic measurement was statistically significant as a result of the revising component.

For further study, revising and editing components could be researched utilizing the capabilities of a word processor. In addition, empirical evidence relating critical thinking skills to the process approach of written composition warrants attention.

WRITING CENTERS: HOW THEY SUCCEED AND FAIL

Order No. DA8505000

BROWN, ALAN NORMAN, D.A. *Illinois State University*, 1984. 175pp.

This research was concerned with two goals: (1) to determine the characteristics of both successful and unsuccessful writing centers; and (2) to show that most writing centers are shaped by the expectations of their constituencies.

Three methods were employed to carry out these goals: (1) A discussion of research conducted by writing center directors. (2) A questionnaire that was distributed to 50 writing centers, chosen at random from the *Writing Lab Newsletter Directory*. (3) Case studies of writing centers that are in trouble and that have closed their doors.

The findings indicated that the successful writing centers are characterized by: (1) Dependence on the English Department for funding. (2) Utilization of tutors instead of machines. (3) Continuous communication between the center and the referring instructors. (4) Extensive advertising of the center's services as well as its existence. (5) Evaluation of the center on a regular basis.

On the other hand, the unsuccessful writing centers are characterized by: (1) failure to publicize the center's strong points by means of a self-evaluation; (2) failure to secure the support of the referring instructors; and (3) failure to serve the needs of all of the students.

The writer recommends that the prudent director should take the following measures to ensure the center's success: (1) Find out what his constituencies expect from the center as soon as he/she takes over. (2) Allow the primary source of funding a voice in the shaping of the center. (3) Keep the center visible by means of an effective public relations campaign. (4) Conduct an evaluation of the center on a regular basis. (5) Extend the center's services to the surrounding community. (6) Keep current records of the student's attendance and achievements. (7) Hire tutors who can work when they are needed. (8) Continue to "sell the center" if a change is made in the central administration.

THE EFFECTS OF SCORING METHOD, TOPIC, AND MODE ON GRADE 12 STUDENTS' WRITING SCORES

CARLMAN, NANCY, PH.D. *Simon Fraser University (Canada)*, 1984. Supervisor: J. Tuinman

This study investigated two questions related to the writing of grade 12 students. Are there significant differences between global (modified holistic) scores and rhetorical effectiveness (modified primary trait) scores for the same papers? Are there significant differences between scores on papers written by the same students on topics in two different modes? The analysis was done on both group scores and individuals' scores.

The study examined four 200-350 word compositions of 50 grade 12 students in Vancouver, British Columbia. They wrote on two transactional topics and two expressive topics in counterbalanced order on four occasions in English classrooms. The papers were scored by six trained raters, three rating using a global scoring rubric, three others using two rhetorical effectiveness scoring rubrics, one rubric for each mode. Interrater reliability was .73 for rhetorical effectiveness scoring and .79 for global scoring.

Analysis by *t* tests for the group produced the following results: there were significant differences between scoring methods and between modes; there were no significant differences between topics within each mode. Analysis by chi square for individuals showed no differential effects of scoring methods. However, writing in different modes and on different topics within mode did produce different scores for individuals scored by rhetorical effectiveness scoring.

The following conclusions may be drawn from this study: although holistic-type and primary trait-type scoring methods are both reliable and have useful purposes for testers and teachers, because they produce significantly different scores on the same papers of groups of students, they should not be compared without qualification. If choices of topics are given on writing tests for group purposes such as large scale assessment or research, topics should all elicit the same mode and should be equated in domain of content and distance from the writer. Writing tests for purposes such as achievement, admission, placement, or competency should require students to write on more than one topic to mitigate injustice to individuals.

MICROCOMPUTER PROGRAMMED REMEDIATION OF SPECIFIC READING AND WRITING SKILLS DEFICIENCIES IN SECONDARY SCHOOL STUDENTS Order No. DA8518063

CARRIER, STUART IVES, PH.D. *University of South Florida*, 1985. 158pp. Major Professor: Herb Karl

The purpose of this study was to examine the relative effectiveness of various forms of microcomputer programmed reading and writing skills remediation exercises in comparison to printed exercises containing remediation items identical to those in the microcomputer programs. The context was set by Florida's State Student Assessment Test (SSAT), which measures skills mastery in relation to a set of minimum performance standards. The sample consisted of one public secondary school's students who exhibited SSAT skills deficiencies and were assigned to remediation labs or compensatory education classes, depending on the severity of deficiency. Four treatments were devised: printed exercise (PE), microcomputer-no reinforcement (MN), microcomputer-graphics reinforcement (MG) and microcomputer-verbal reinforcement (MV). Dependent variables included student SSAT performances on one reading skill and one writing skill, measured by a posttest and by a retention test three weeks after the treatment.

ANOVA was the principal statistic procedure. Planned comparisons were structured using Bonferroni (Dunn) t tests on the following combinations: (1) printed exercise (PE) vs. microcomputer treatments (MN-MG-MV); (2) nonreinforcing treatments (PE-MN) vs. reinforcing treatments (MG-MV); as well as (3) graphics reinforcement (MG) vs. verbal reinforcement (MV).

Tests on the writing measures revealed significant treatment effects on the posttest and retention test. Planned comparisons on the writing measures revealed the following: microcomputer treatments evoked significantly greater gains than printed exercises; also, the reinforcing treatments evoked significantly greater gains than the nonreinforcing treatments. There were no significant differences between graphic and verbal reinforcement treatments, nor were there any significant effects on the reading measures.

Major implications for future research and practice are that microcomputers, especially when used with programmed reinforcement, appear to be viable classroom instruments for promoting gains in mastery and retention of certain communications subskills within the context of remediation programs.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN COGNITIVE STYLE AND REVISED COMPOSITIONS OF FOURTH GRADE STUDENTS Order No. DA8518675

CASEY, RONALD W., ED.D. *Ball State University*, 1985. 96pp. Adviser: Ebert L. Miller

The purpose of this study was to examine the effect of revision and no-revision upon the quantity and quality of written expression of fourth grade students. The study was additionally designed to observe if the relationship between the above variables was affected by a third variable, cognitive style.

Data from 120 fourth grade students was analyzed in a two-way multivariate analysis of variance. One independent variable consisted of two levels: revision/no-revision. The other independent variable, cognitive style, consisted of four levels: reflective, fast/accurate, impulsive, slow/inaccurate. Equal numbers of subjects of each of the four levels of cognitive style were randomly assigned to revision or no-revision levels.

There was no significant difference between non-revised and revised compositions across all dimensions of cognitive style considering the length and quality of the written product as the criteria for performance. Revised compositions were neither significantly longer nor rated significantly higher in quality than non-revised compositions.

There was no significant difference between the cognitive style of students when composition length was examined. No category of cognitive style wrote significantly longer compositions than any other category.

However, when the rated quality of the compositions was considered, there were two significant differences observed among the cognitive style groups. Students with a fast/accurate cognitive style wrote compositions that were rated significantly higher in quality than students who had an impulsive style. Also, fast/accurate students wrote significantly better compositions than students with a slow/inaccurate cognitive style. Reflective students did not differ significantly from any other group.

The procedures used in this study to require fourth grade students to revise their compositions might not have provided for stimuli to exceed the assumed revising that occurs during the writing process itself. However, this study provided some support to the position that individual differences in processing information, i.e., cognitive style, had an effort on written expression.

THE EFFECT OF WRITING UPON GOOD AND POOR WRITERS' LEARNING FROM PROSE Order No. DA8508262

COPELAND, KATHLEEN ANN, PH.D. *The University of Texas at Austin*, 1984. 194pp. Supervisor: Julie Jensen

This study investigated the effectiveness of a writing activity which required students to develop compositions, synthesizing information read. Three research questions and accompanying subsidiary questions were addressed. The first question focused upon whether the writing activity, as compared to other learning activities, would promote students' learning of information read. The second question dealt with whether the writing and other learning activities would differentially affect the learning of good and poor writers. The third question concerned examining correspondences between characteristics of students' writing performances and their subsequent performances on measures of learning.

Data were collected in classrooms of 120 sixth-grade students indentified as average readers and either good or poor writers. The subjects were randomly assigned to one of four treatment conditions: (1) writing activity, (2) multiple-choice question activity, (3) directed rereading activity, or (4) unrelated activity (control condition). On each of three consecutive days, students read an informative passage pertaining to the unfamiliar topic to be learned and then performed a follow-up activity according to treatment condition. On a fourth day, students were given two tests to measure their learning. The first test was designed to measure transfer of learning; the second, memory of factual information. For each test, a two-way analysis of variance and Newman-Keuls post hoc tests were performed on the data obtained. The results revealed that students in the writing activity group performed significantly better than students in the other treatment conditions on both tests. Moreover, the relative effectiveness of the writing and other learning activities was similar for good and poor writers.

Additional data were obtained from the compositions produced by students in the writing activity group. The compositions were awarded scores on pertinent characteristics of writing performance. These characteristics served as the predictor variables for the regression analysis performed on each test. The results indicated that characteristics of students' writing performance played a role in both types of learning measured. However, correspondences between the characteristics and learning varied in strength, appearing to be affected by the interdependence of the nature of the writing task, the characteristic(s) under consideration, and the type of learning tested.

TOWARD A PEDAGOGY OF REWRITING

Order No. DA8508372

CULLEN, ROXANNE MANN, PH.D. *Bowling Green State University*, 1984. 198pp. Adviser: Alice Calderonello

The purpose of this dissertation has been to provide some of the initial groundwork for a pedagogy of revision. As it is unlikely that any single researcher will come up with a coherent, comprehensive, theoretically sound, practical pedagogy, I envision my work to be an effort *toward* that goal.

In my study of research and theory of writing, linguistics, and text linguistics, I have noted that these disciplines inform one another. In regard to a pedagogy of revision, recent work in text linguistics is especially useful because it offers a coherent method for discussing qualities of textuality, especially in regard to how readers and writers interact with texts.

In this study I have examined current theory/research on four dimensions of textuality--authors, readers, texts, and content--and have pointed to specific text linguistic theories which illumine our understanding of these dimensions of textuality. Specifically, I have focused on what the intersection of current composition theories with text linguistic theories lends to our understanding of the rewriting process and what the implications such an intersection are for a comprehensive pedagogy of revision.

A STUDY OF THE IMPACT OF A SPECIAL WRITING PROGRAM ON THE READING AND WRITING ACHIEVEMENT OF GATES STUDENTS IN A NEW YORK CITY JUNIOR HIGH SCHOOL REMEDIATION PROGRAM

Order No. DA8510133

DONOHUE, CHRISTINE, ED.D. *Columbia University Teachers College*, 1985. 134pp. Sponsor: Dorothy S. Strickland

Below average readers have difficulty expressing ideas in writing, yet research suggests that the development of writing skills may enhance reading and language achievement. This study attempted to provide additional data regarding the area of writing/reading relationships of students in a special remedial program. It was expected that reading and writing achievement would increase with the use of a structured writing program which focused on speaking and reading activities and which emphasized the importance of academic learning time.

Hypothesis. A communication arts program requiring increased writing time will contribute significantly to the improvement of reading and writing achievement.

Procedures. Six seventh grade Promotional Gates classes totaling 120 students were selected for this research. Sixty-one students remained at the end of the study, thirty-five from the experimental group and twenty-six from the control group. During the twelve-week study, the control group devoted approximately eighty-five minutes per week in writing activities and the experimental group approximately 250 minutes.

Pre- and post-test reading data were collected in January and April 1983 from the California Achievement Test. Data from the vocabulary and reading comprehension subtests were compared. Writing performance was determined by comparing the results to the New York City Public Schools Writing Test administered in November 1982 and April 1983.

Summary of Findings. An analysis of covariance revealed a significant *F* ratio beyond the .05 level, favoring the control group in vocabulary. The same analysis showed no significant difference between the groups in reading comprehension. Analysis of covariance of the results of the Writing Test revealed a significant *F* ratio beyond the .01 level favoring the experimental group in writing.

Implications. Test results for the experimental group showed a dramatic increase in writing achievement and a significant growth in reading comprehension. The control group exhibited a significant increase in vocabulary development due to increased time spent on vocabulary activities.

Results indicate that more time spent on specific learning activities increase literacy skills in that area and that below average readers engaged in highly structured writing activities can improve reading achievement and writing ability.

THE TRANSACTIVE-DEVELOPMENTAL WRITING PROCESS: AN INSTRUCTIONAL THEORY IN RESPONSE TO COMPETENCY TESTING

Order No. DA8514516

EDKIN, WAYNE SCOTT, PH.D. *Indiana University of Pennsylvania*, 1985. 151pp. Chairman: Patrick Hartwell

This study offers an instructional theory in response to mandated competency tests, especially on the secondary level. It is founded on the developmental principles of cognitive psychology as well as the generative linguistic view of language production. This theory has three central points summarized as follows: (1) Competency testing, by necessity, requires a narrow view of what writing is, especially if typical test items become the source for instructional planning. Throughout this study, I argue that teachers unfamiliar with current composition theory are likely to rely on competency testing frameworks for their instructional model. (2) The general population's perceived need for student and teacher accountability has resulted in programs whose products can be measured. Consequently, instructional programs are often built on unsupportable skills models. In direct relation to this issue, this study also addresses the subjects of grammar and mechanics instruction, suggesting that these concerns be dealt with in the context of student writing, not abstract rules. (3) The Transactive-Developmental model of writing provides for a sophisticated composing process, one which is transferable from school-oriented tasks to the full range of writing possibilities. This approach is intended to aid student discovery and learning processes across the curriculum.

In addition, this study presents other political and pedagogical issues relevant to competency based instruction, stressing how Positivist instruction programs: (1) fail to actually improve student writing; (2) promote a faulty sense of student improvement; (3) support a skills model paradigm whose foundation offers little or no instructional experience with the composing process or rhetorical concerns of successful writers.

LITERACY: THE PATHWAY FROM SLAVERY TO FREEDOM

Order No. DA8512342

EPPS, JANIS COOMBS, A.D. *The University of Michigan*, 1985. 135pp. Chairman: William Alexander

This study is an examination of the miseducation of Black students in American classrooms, specifically classrooms in Atlanta, Georgia. It is historical to the extent that problems Black students have with acquiring literacy and directly related to the oppression experienced by their forefathers and more subtle oppression which continues to exist today. The study shows that the masses of Black students continue to be victims of miseducation--that through no fault of their own they have been misused by the educational and economic conditions of the American system. As a result of this misuse, these students have particular learning difficulties. The primary purpose of this study, then, is to show that these difficulties can be overcome by addressing the dual needs for literacy and a critical understanding of the reality of Black life in America.

Chapter I examines the various ways that miseducation continues to function in American classrooms, and shows how miseducation contributes to the poor writing abilities of Black students. Chapter II examines the way writing has typically been taught and shows that writing assessment measures like the Georgia Regents' Examination may not be accurate indicators of writing ability. Chapter III traces the growth and development of an effective writing program at Atlanta Junior College, and Chapter IV suggests various teaching strategies which help Black students to achieve literacy.

ANALYSIS OF THE PEER CONFERENCES OF UPPER ELEMENTARY WRITERS

Order No. DA8509544

FINN, JACQUELINE LESSARD, ED.D. *University of Massachusetts*, 1985. 168pp. Director: Masha Rudman

This study of the peer conferences of upper elementary writers emanated from the work of Donald H. Graves. The 28 subjects were identified as gifted 4th, 5th, and 6th graders who worked one day each week in a half year course entitled "The Writing Process."

Teachers modeled responses to student writing and students were free to hold conferences as needed. Three recording stations were created in each classroom. Data consisted of the transcriptions of 83 conferences and student writing folders. The students read their texts, explored topics, questioned meaning, and expressed their feelings. Some discussed word choice, action, point of view and the organization of information. Clusters were identified, analyzed, coded and interpreted in order to describe behavioral categories and functions in peer conferences. The behaviors of writers were differentiated from those of the peer/readers.

The findings include the following: (1) Just as the energy to write comes from the child, the energy to confer about writing also comes from the child. (2) The modeling of teacher responses to student writing is easily learned by elementary students and enables them to provide an instructional scaffold for each other. (3) Students engaged in peer conferences discuss aspects of the writing process which are significant to the growth of effective writers. (4) The interaction between peers in conferences provides meaningful affective support to the students. (5) Student writers who confer engage actively in all of the language arts.

COMPARISON OF FRESHMAN COMPOSITION COURSES BY TELECOURSE AND ON-CAMPUS SECTIONS

Order No. DA8515255

FLEMING, ANITA JANE, ED.D. *Oklahoma State University*, 1984. 60pp. Adviser: Wayne B. James

Scope and Method of Study. The purpose of the study was to compare the grades earned in Freshman Composition I and II by telecourse and on-campus students. The study sought to answer questions concerning grade comparisons of students in telecourse sections to on-campus sections; relationships between Composition I and II grades, between established grade point averages (GPA), previous college hours attempted, and student age to Composition I grades; and resulting enrollment status of students who withdrew from Composition I.

The subjects for the study were Tulsa Junior College (TJC) students from 1980-1982 who were enrolled in telecourse and on-campus sections taught by the same instructors. During that period of time, 323 students were enrolled in telecourses and 213 in on-campus sections. The study was based upon student demographic data and transcripts.

Findings and Conclusions. The major difference in grade results occurred because of the higher attrition rate in telecourse Composition I and II. A higher percentage of on-campus students earned grades in the "C" range. When computing a mean GPA for completers, telecourse students performed better than on-campus students. While no significant difference in grade results was found between the two groups in Composition I, a significant difference was found between the two groups in Composition II. A higher percentage of on-campus students terminated enrollments at TJC after failing or withdrawing from Composition I. No significant relationships were found between Composition I grades and established GPA of hours attempted. A comparison by age group within the telecourse group, indicated older students performed significantly better than younger students.

THE TEACHING OF WRITING FROM THE PERSPECTIVE OF SECONDARY ENGLISH TEACHERS

Order No. DA8512409

GARDNER, SUSAN SANDERS, PH.D. *The University of Michigan*, 1985. 254pp. Chairman: Loren S. Barritt

The purpose of this study is to describe four English teachers who teach writing to junior high and high school students. Using ethnographic methods, I observed and interviewed each teacher from three to six weeks as he/she taught writing. From the interviews and classroom observations, I created a portrait of each teacher. The portraits capture the teachers' philosophies of teaching writing, their undergraduate preparation for teaching, their views of themselves as writers, the types of assignments they make, their marking practices, how they handle the paper load, and the rewards of teaching writing. I then categorized and analyzed the data for predominant themes.

Three salient themes emerged from the analysis: "freedom and control," "uncertainty," and "the teacher's view of a student's mind." The first theme reflects a paradox. On one hand, teachers try to provide a creative atmosphere, but on the other, they feel the need to structure the writing situation. "Uncertainty," the second theme, arises from the difficulty of knowing about the success of their attempts. Teachers want to accomplish something and know their students have achieved. Consequently, they carefully set up assignments and spent hours marking papers to give themselves a sense of worth. Finally, teachers' views of their students' minds affect how they teach. Teachers teach "standard" students differently from those thought to be more advanced: bright, "advanced" students go through an extensive writing process whereas "standard" students participate in an abridged process.

The three themes merge in a complex web. The problem of freedom and control appears as teachers express their uncertainty about what students are capable of doing and what they have helped students to achieve. If a teacher feels less threatened, he/she will risk students assuming more control of their learning. A more anxious teacher exerts more control and thus, demonstrates a more cynical view of students' abilities.

Teachers of writing need to balance these pervasive themes in their teaching. One way is to join the community of writers with students. Thus, writing becomes a meaningful "teaching" and "learning" experience for both students and teachers.

COMMUNITY COLLEGE DEVELOPMENTAL WRITING COURSES: A STUDY OF STUDENT ACHIEVEMENT AND PERSISTENCE

Order No. DA8509931

GREENWOOD, ELAINE A., ED.D. *The University of Florida*, 1984. 140pp. Chairman: Al Smith

The purpose of this study was to evaluate Valencia Community College's (Florida) developmental writing program in terms of student achievement and persistence. The study contrasted the performance of students who completed a classroom developmental course, who completed an individualized developmental course, who avoided taking a developmental writing course, and who did not need a developmental writing course. The last part of the study contrasted the performance of older and younger developmental course completers.

Four student samples (developmental classroom students, developmental individualized instruction students, developmental avoiders, and high scorers) were randomly drawn from fall 1980 college entrants grouped by English placement test scores and first semester English course. Achievement was measured by grades in a developmental course, grades in Freshman Composition I, and cumulative grade point average (GPA). Persistence was measured by completion of a developmental writing course, completion of Freshman Composition I, number of semesters enrolled, number of credits earned, and attainment of an associate degree over eleven semesters.

The study showed no significant differences on any measure between developmental classroom completers and individualized course completers. Developmental course completers did have a significantly higher cumulative GPA than did developmental avoiders. No significant differences occurred on all other measures even though the advoiders had slightly stronger entry-level writing skills than the developmental students. High scorers, who entered with strong writing skills, achieved significantly higher grades and earned more associate degrees than did developmental completers; but developmental completers equalled high scorers in Freshman Composition I completion, number of semesters enrolled, and number of credits earned. Older developmental course completers achieved significantly higher cumulative GPAs than did younger developmental students, but age had no effect on the other measures.

Recommendations included that the Florida Department of Education should investigate the feasibility of a statewide evaluation model for developmental courses, given the current state-mandated entry-level placement and sophomore testing programs; that students should not be denied access to developmental writing courses on the basis of age; and that further research should be conducted at Valencia to determine if the recently upgraded developmental writing curriculum has improved student achievement and persistence.

THE DEVELOPMENT OF JOURNALISTIC WRITING STYLES

Order No. DA8509008

HERNANDEZ-GONZALEZ, SILVIANO, ED.D. *University of Houston*, 1984. 202pp. Co-Chairmen: Larry W. Hughes, Stewart North

The purpose of this study was to investigate the relationship true impact of theory and practice in the learning of journalistic genres. This was conducted in the School of Journalism of the Autonomous University of Guadalajara.

Two groups were compared. Both groups received the same theoretic knowledge about the structures of journalistic genres but group A also did practice work on a newspaper that was edited at the University for citywide circulation. The newspaper has professional characteristics, surpassing the quality of a typical university paper.

Members of both groups were given 3 assignments; each one on the journalistic structures and genres. These assignments were judged on their content and their journalistic format. The judgment was made by 10 journalistic experts using the Thurstone scale. There was a scale of 7 points: +3, +2, +1, neutral, -1, -2, and -3.

Analysis of the data revealed that the responses of group A were more extensive and numerous than those of group B. Half of the errors presented by group A in their assignments were mecanographic and technical; as group B showed more faults of all kinds.

The revision of the values showed a significant difference at the 0.05 level in 83 of the 93 items examined. This difference was favorable for group A, in all instances.

The analysis indicated that those students who were given both theoretical and practical training had higher motivation levels and possessed more technical knowledge. They also more readily recognized the structure of journalistic genres and styles.

It was also found that the different journalistic styles and genres presented varied degrees of difficulty. The journalistic genre which was the easiest was the "Newspaper Report with a Conventional Lead"; the most difficult to learn was the "Newspaper Report with a Hit Lead" and the "Editorial".

The general conclusion was that the most effective method for the learning and teaching of journalistic genres is a combination of theory and practice. It was recommended that those in charge of teaching journalistic genres, take into account the difference degrees of difficulty that the journalistic genres and their styles present.

THE CREATION OF AN INDEPENDENT STUDY MODULE FOR DEVELOPING WRITTEN COMMUNICATION SKILLS. [RECORD OF STUDY]

Order No. DA8517787

HUMBLE, SUSAN LEA, ED.D. *Texas A&M University*, 1985. 326pp. Chairman: David Erlandson

The purpose of this study was to create an independent study module that prospective or practicing school administrators could use to strengthen their written communication skills. A diagnostic pretest in the form of an in-basket exercise was administered to thirty-one interns who volunteered to participate in this study. These interns were then divided into three groups based upon geographic proximity to one another. Group A, composed of eleven interns, became the subjects of this study.

Following the scoring of the pretests by a panel of judges, Group A underwent a period of remediation. This remediation followed two distinct, but complementary, strategies. One strategy was group meetings used to emend deficit areas common to the group. Each of the meetings was designed to cover one of three remediation techniques: distancing, modeling, processing. Second, individual conferences were held to provide instruction in areas not common to the group. The frequency and emphasis of the conferences varied according to individual need.

At the end of six months each of the thirty-one interns received an alternate form of the diagnostic test as the post-test. These were judged by the same panel of six individuals who had graded the pretest.

The results of the study indicated that deficit areas in the written communication of school administrators can be quickly and accurately diagnosed. In addition, once identified they can be remediated through a combination of the three techniques (distancing, modeling, processing). Data gained from the group meetings and individual conferences proved to be particularly useful. These data reinforced the findings of the pretest concerning severity and type of errors, provided the basis for revision of the original criteria for judging, and identified the materials and techniques to which the interns responded.

All of this information was analyzed and used to create an independent study module. The draft of the module will undergo further field testing and revision.

THE EFFECT OF TASK STRUCTURE ON ESSAY RATINGS: AN INFORMATION-PROCESSING STUDY OF DIRECT WRITING ASSESSMENT

Order No. DA8510665

JENKINS, JEFFREY, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1985. 109pp. Chairperson: Joel Cadwell

The rating of writing samples has become an integral part of the measurement of student writing ability. The rationale for this "direct" measurement is quite simple, yet compelling: if we wish to see how well a student writes, we should examine a sample of his or her writing. Unfortunately, the simplicity of this view overlooks the complexity involved in rating an essay; that is, the cognitive processes required for reading, comprehending, evaluating, and rating an essay have not been given sufficient treatment in research on writing assessment. Specification of these cognitive processes is needed before essay ratings can be accepted as "direct" measures of student writing ability.

The present study focused on the reader as the measuring instrument of direct writing assessment. Borrowing from research in judgment and decisionmaking as well as the schema-based approach to reading comprehension, this work sought to specify the role of readers' schemata for textual content and organization, as well as schemata for sentence structure and mechanics, in forming a cognitive representation of the text. It was postulated that this representation forms the basis of subsequent holistic ratings.

Within an information-processing framework, an experimental study was devised to assess the effects of organizational and mechanical essay characteristics on the ratings produced under different task conditions. The information-processing approach suggested that readers cognitively represent essays in various ways depending on the nature of the evaluative task. The results indicated that this was not the case; rather, regardless of the purpose for making the ratings, readers relied primarily on organizational aspects

of essays and secondarily on mechanical features to make their ratings. In addition, the findings suggested that a single set of general cognitive processes could account for the effects observed.

Previous to this, few studies have examined direct writing assessment from the perspective of the rater. By focusing on the cognitive processes of the rater, this work moves us closer to developing a theory of direct writing assessment that can explain the nature of readers' ratings, and the conditions and constraints under which they can be obtained.

FIRST GRADE WRITING: A CASE STUDY OF THE EFFECTIVENESS OF PERSONALIZED STAFF DEVELOPMENT AS A MEANS OF IMPLEMENTING CHANGE IN THE INSTRUCTIONAL PROGRAM

Order No. DA8516628

KRAUS, TONI RAE, PH.D. *Indiana University*, 1985. 244pp.
Chairperson: James D. Walden

The purpose of the study was to investigate the effectiveness of an individualized staff development model which called for the principal to assist a competent teacher implement the process approach to writing in a first grade classroom. This model became personalized when the principal responded to the teacher's skills, interests, and needs as they related to change in the instructional program. The principal in this study was also the researcher. Consequently, this research records a case study of the teacher's evolving approach to writing and the principal's role as a change agent. Data were collected through classroom observations, field journals, correspondence, and interview notes. The data were analyzed through a process of categorizing, naming, and summarizing the various topics.

The findings suggested personalized staff development is an efficient way to implement instructional change. Participation in the plan required a major commitment of time. But both participants were able to manage that without radically altering routine responsibilities. No single person or event caused the changes; instead, changes were attributed to the cumulative effects of consultants, colleagues, workshop activities and readings. Throughout the study, the teacher implemented what had personal meaning for her. When other teachers were given the option to participate in parts of the personalized staff development plan, they responded favorably. They part-time faculty; (3) upper-level administrators, in particular, reject the notion of tenure for part-timers; (4) administrators do not feel it necessary to inform part-time faculty when they will not be rehired; (5) grievance mechanisms are not generally available to part-time faculty; (6) standards for performance evaluations are not published; (7) legal counsel is seen as a reviewer of policy rather than active in its development; and finally (8) most administrators do feel responsible for affirmative action considerations but few report actual input into policy formulation on these issues.

The major conclusion drawn from the study is that Pennsylvania's community colleges are not currently applying affirmative action considerations in dealing with their part-time faculty. Obviously they are not engaging a strategy of preventive law in dealing with the part-time segment of their staffs. This would lead to the additional conclusion that a strong potential for legal challenges exists.

THE EFFECTS OF THE MICROCOMPUTER WORD PROCESSOR ON THE COMPOSITION SKILLS OF SEVENTH-GRADE STUDENTS

Order No. DA8517593

LOTT, CAROLYN JERNIGAN, ED.D. *University of Montana*, 1985. 138pp.
Directors: John J. Hunt, Beverly Ann Chin

The purpose of this study was to examine the effects of the microcomputer word processor on the composition skills of seventh-grade students. Over thirteen weeks, six composition assignments were given to sixteen classes, half using paper and pencil and half using the word processing program Bank Street Writer to compose. All assignments were written in the persuasive mode and specified the author's role, the author's audience, the writing format, and the discussion topic (RAFT). Ten students, five males and five females, were randomly selected from each of the classes. These students' pretest and two posttest compositions were analytically scored by independent readers on four indices: development, organization, diction/style and mechanics/usage. Individual scores as well as class means on the four indices and on the total analytic score of each of the test compositions were used to compare the two groups. These scores were also used to determine if sex, language arts achievement test score, attitude toward writing, or previous exposure to microcomputers affected the method of composition. Data were analyzed using the *Statistical Package for the Social Sciences*[x]. The .05 level of probability was selected for all analyses.

Research findings indicated that the method of composition did not affect the total analytic scores, the organization index, or the diction/style index. On the development index, students using the microcomputer word processor scored higher than students using paper and pencil. On the second posttest for which all students used paper and pencil, the control classes scored higher on the mechanics/usage index.

Sex did not seem to affect the method of composition. In the experimental group, females scored higher than males. Language arts achievement test scores were the best predictors of how students would score on the compositions. Regardless of the composition method, students with more positive attitudes toward writing scored better than students with more negative attitudes toward writing. Students in the experimental group with less previous exposure to microcomputers scored better than students with more previous exposure to microcomputers, but no interaction was found.

TEACHERS' RESPONSE TO STUDENTS' WRITING: A DESCRIPTION OF THE PROCESS AS TEACHING, PROBLEM-SOLVING, READING, AND COMPOSING

Order No. DA8510764

MCCRACKEN, NANCY MELLIN, PH.D. *New York University*, 1985. 392pp.
Chair: John S. Mayher

This research addresses three major questions: (1) How do experienced composition teachers read and write responses to students' writing? (2) How can the response process be analyzed? (3) What does an increased understanding of the response process suggest about the possibilities for improving the effectiveness of teacher commentary? Rhetorically effective comments are defined as those which meet H. P. Grice's (1975) maxims for discourse whose primary purpose is "the maximally effective exchange of information," i.e., comments that are sufficient, valid, relevant, and perspicuous. The commenting process is analyzed from four perspectives: as teaching; as problemsolving; as reader-response; and as written discourse. Research and theory from the four perspectives are used to build a theoretical model of the commenting process. Four experienced composition teachers, representing two different composition programs, were selected for the study. Think-aloud protocols recording the teachers' commenting on a set of their class-papers and on an anonymous control-paper were obtained from each participant. Follow-up interviews were conducted to determine how the participants construe their commenting task. The commenting protocols are analyzed in light of the interviews to determine what each participant actually does in marking a set of student compositions, and how the participants' commenting processes relate to their intentions. A major finding of the study is that the commenting processes utilized by the participants do not often

support their stated commenting intentions. Each of the participants has developed a macro-system for processing student papers, but the systems differ across participants with regard to teaching construct, reading stance, use of rhetorical strategies in composing, and awareness and utilization of problem-solving strategies. Two important methodological findings are (1) that the Gricean maxims, as elaborated by composition theory and research, can be used to rate the theoretical effectiveness of a teacher's commentary and to identify specific aspects of the commentary that warrant further investigation; and (2) that commenting protocols are a rich source of data for teachers and researchers interested in studying the effectiveness of teacher response to student texts.

THE WRITING ASSESSMENT PROGRAM OF MERCER UNIVERSITY'S COLLEGE OF LIBERAL ARTS

Order No. DA8512468

MATHEWS, FRANCES DALE, PH.D. *The University of Michigan*, 1985. 241pp. Chairman: Charles F. Lehmann

In 1981, the College of Liberal Arts of Mercer University, Macon, Georgia, began to reorganize its general education program. In conjunction, the freshman composition curriculum was being revised to help improve the writing ability of incoming students, especially those with serious writing problems. This dissertation is an account of the development of a writing assessment program and the evaluation of the two pilot years of that program.

The College's General Education Committee needed data in order to redesign the freshman composition curriculum. Two individuals were given the responsibility of assessing the writing ability of the incoming freshman class of 1981 to gather this information. Those of us assigned to this task immediately decided that it was essential to judge students' writing samples, but we had to devise not only a means for acquiring those samples but also a method for evaluating them. The evaluation system we designed has continued to be used as a placement model.

Although we searched the literature thoroughly, we were unable to find an assessment model that we could use intact. As a result, we had to design an entire assessment and placement system, including an analytic scoring model. This dissertation, in addition to evaluating the assessment program, also includes the steps that we went through in designing our program. The steps may be applicable for other schools undertaking the creation or revision of a writing assessment program.

In evaluating the effectiveness of the program, such measures of student success as freshman year grade point average and grade in freshman composition are analyzed. In this study, students are grouped in several ways, such as according to writing level based on their writing sample and the freshman composition course they began in.

The data indicate that this assessment model groups students in writing levels that differ from those produced by using standardized test scores or by using high school grade point average. Some students who were placed by the model, however, performed better than would have been expected, so further evaluation and revision of the assessment system will continue.

LEGAL WRITING PERSPECTIVES: DELAWARE RESEARCH

Order No. DA8512042

MILLER, FRANKIE FICKLING, PH.D. *Indiana University of Pennsylvania*, 1984. 159pp. Chairman: James DeGeorge

This study of Delaware's legal writing--from opinions of Supreme Court Justices to those of third-year law students--supports modification of traditional legal writing style. The goal is clearer writing for specific audiences although changes suggested by this research may not be as extensive as those endorsed by some plain language enthusiasts. The major characteristics of good legal writing are brevity, clarity, and organization according to interviews with five categories of the Delaware law community. These positive characteristics promote increased readability for the audience. However, this improved readability does not eliminate the need for legal terminology based on the philosophy of precedence in the practice of law.

Teaching basic composition skills before law school is the most practical solution for good legal writing. Another solution is more effective writing courses in law school. Traditionally, lawyers have learned writing from a mentor within a law firm, but this method has become less feasible with Delaware's Bar Association membership doubling within the past five years. From the legal community's perspective, improving legal writing in Delaware requires precise language which is appropriate for the particular audience. Those interviewed recommended more effective writing classes in law school, including a "Writing Across the Curriculum" philosophy. Further research possibilities for the topic of legal writing improvement include improved legal writing curriculum, legal discourse analysis, readability studies, and identification of models for good legal writing.

A RHETORICAL ANALYSIS OF TEACHER COMMENTARY ON STUDENT TEXTS

Order No. DA8518994

MORGAN, MARGARET MORRELL, PH.D. *The Ohio State University*, 1985. 212pp. Adviser: James L. Battersby

Empirical research has shown very little correlation between the comments teachers write on student papers and subsequent improvement in student writing. This study attempts to account for this reported lack of effectiveness by analyzing rhetorically three types of teacher comments: informative, deliberative, and epideictic. Informative commentary informs students of their errors. Deliberative commentary makes recommendations for future action. Epideictic commentary offers a personal response to the substance of the text. These types are based upon the categories of discourse described by Aristotle in the *Rhetoric*. Each category has also been considered in relation to the audience and function categories described by James Britton.

Using Lloyd Bitzer's concept of rhetorical situation, John Searle's analysis of speech acts, and Aristotle's notion of enthymemic reasoning, it is shown that teacher commentary can lack effectiveness in at least three ways: (1) in terms of the modification of a perceived exigence, (2) in terms of understanding an intended meaning, and (3) in terms of being persuaded by implicit or explicit argumentation.

Comments concerning the organization of essays are discussed with reference to Kenneth Burke's concept of form. It is concluded that teachers tend to use the describable features of conventional forms as fixed extrinsic evaluative criteria, and that these criteria alone are insufficient means for determining the worth of an essay. The use of such criteria must be preceded by a recognition of the individual form, purpose, or intent of the essay. Epideictic commentary supplies such a recognition of intrinsic worth. Because of its basis in *shared* values rather than perceived *differences* in values, epideictic commentary has the greatest potential for providing sufficient motivation for students to effect changes in their writing behavior.

EFFECTS OF ASSIGNMENT ON WRITING QUALITY AND LEXICAL COHESION AT FOUR GRADE LEVELS

Order No. DA8508325

OLIVER, EILEEN ISCOFF, PH.D. *The University of Texas at Austin*, 1984. 202pp. Supervisors: Edmund J. Farrell, Stephen P. Witte

This study examined the relationship of assignment topic, purpose and audience to writing quality and use of lexical cohesion in essays written by selected students in seventh, ninth, and eleventh grades, and college freshmen. The variables of more and less specific information on topic, purpose and audience were manipulated simultaneously to determine their separate and combined effects on writing quality and lexical cohesion.

Sixty-four writing samples, one high-rated essay and one low-rated essay from each of the eight assignment groups at four grade levels, were chosen for analysis. Four raters trained in holistic evaluation techniques scored essays in two separate sessions.

Analysis of variance was used to determine the effects of grade level and more or less specific information about assignment writing. Essays were also examined on the basis of words and lexical ties per T-unit, total number and frequency of specific lexical ties per essay, and an index of lexical density.

In general, results indicate that essays produced from more specific information about purpose, "complementary" amounts of information about topic and audience, and "opposing" amounts of information about purpose and audience were rated higher for most levels. Eleventh-grade writers utilized rhetorical cues more than other groups, while college freshmen used them less. Because of maturation and/or training, college students were not as dependent upon information in assignments as were younger, less experienced writers.

Total number of lexical ties increased with grade until the college level where fewer, more sophisticated forms (e.g., synonyms and collocations) were used. Although lexical cohesion analysis yielded modest results, the value of this method is limited by the pervasiveness of cohesive ties and the inability of cohesion analysis to identify discourse-level unity.

The development differences among ages and the role of audience raise questions for further research.

ATTITUDES OF PRINCIPALS TOWARD WRITTEN COMPOSITION RESEARCH AND INSTRUCTIONAL LEADERSHIP PRACTICES ASSOCIATED WITH EFFECTIVE WRITING PROGRAMS

Order No. DA8517401

PARLIN, PATRICIA R., ED.D. *University of San Diego*, 1985. 215pp. Director: Robert L. Infantino

One purpose of this study was to assess the attitudes of principals toward recent research findings concerning the teaching of writing. The second purpose of this study was to assess attitudes of principals toward the instructional leadership practices which would be essential to the management of an effective school-wide writing program. Subjects were (N = 180) elementary and secondary principals from San Diego County, California. The questionnaire used for this study, "Principals' Attitudes Regarding Written Composition," and the interview schedule were developed by the researcher based on a review of the literature. Fifty-eight percent of the questionnaires were returned with 57% being scorable. Seven principals were selected as a comparison group to respond to the interview schedule.

The independent sample *t* test and one-way analysis of variance were used to investigate the effect of: level of supervision, years of experience as a teacher and administrator, sex, professional expertise, and attendance at presentations related to the teaching of written composition. Chi-square was used to investigate hypotheses regarding differences in responses to the individual items on the survey.

Results indicate that female principals demonstrated more positive attitudes in response to the questionnaire than did male principals. Principals with less than 5 years of administrative experience expressed significantly more positive attitudes than principals with more than 16 years of administrative experience. Analysis of responses to the questionnaire items indicates that general knowledge of the crisis in writing has promoted an awareness of the need to improve student writing performance. However, a summary of the responses indicates that only 1/3 of the principals responded with strongly held attitudes which would be needed to initiate a program reform. In 13 of the 40 questions a significant number of principals responded by indicating that they were "undecided." The assumption is that they lacked sufficient knowledge upon which to base a response.

Implications of this study suggest written composition inservice and training programs for principals are in order. Guidelines are suggested for the incorporation of the philosophy of the National Writing Project (NWP) in the model for principal training programs. Recommendations for observational research are made based on the results and limitations of this study.

A TEST OF TWO STRATEGIES: EFFECTS ON PERFORMANCE AND PERCEIVED SELF-EFFICACY OF STUDENTS IN A COMMUNITY COLLEGE WRITING SKILLS PROGRAM

Order No. DA8509448

PAULSEN, KATHLEEN EAST, PH.D. *University of California, Santa Barbara*, 1984. 179pp. Chairperson: Stewart B. Shapiro

This study looked at effects of two strategies on the writing performance and perceived self-efficacy of students in a developmental community college writing program. The two strategies hypothesized to have a similar impact on students were: (A) subliminal stimulation of symbiotic gratification and (B) mind calming. The (A) strategy, originating in psychoanalytic research, had been shown in four previous dissertation studies to boost performance significantly with student populations. The (B) strategy, coming out of behavioral and suggestopedic research, contained two components, both of which had also been shown previously to significantly enhance performance. Neither strategy had been used with a community college population before. Both writing performance and perceptions of self-efficacy of students in these groups were compared with that of students in a (C) control sample drawn from the writing skills program from which the experimental students were drawn.

Due to problems with recidivism, characteristic of the developmental population under study, investigator was unable to fully implement a comparison of the two strategies, which originally had been planned. Students in both experimental conditions, however, demonstrated significantly greater gains, than did controls, on both writing performance and on perceptions of self-efficacy. Students in all three conditions demonstrated significant gains in essay performance. Students in experimental conditions (A) and (B), however, demonstrated significantly greater gains, yet, than did the controls. Students in both experimental groups (A) and (B) also demonstrated significant gains in efficacy compared to controls, whose gains on this variable were not significant.

Although the boosts demonstrated in experimental conditions (A) and (B) were equivalent on both variables, the high mortality rate in the (A) subliminal condition, made it impossible to attribute the gains for this group to treatment effect. Gains in the (B) mind calming condition, however, probably were due to treatment. The effectiveness of this brief, simple to implement, strategy with a population of non-traditional underacademically prepared community college students addressed two major issues, which were highlighted in this study's review of the literature.

Finally, post-test scores for all groups revealed a significant positive correlation between essay and efficacy demonstrating a functional relationship between perceptions of self-efficacy and student essay performance.

PRODDING THE MUSE: THE EFFECTS OF INSTRUCTION IN RHETORICAL INVENTION ON THE COMPOSING PROCESSES OF NINTH GRADERS Order No. DA8509591

PENNIMAN, BRUCE MARTIN, ED.D. *University of Massachusetts*, 1985. 341pp. Director: Judithe Speidel

Invention is the rhetorical art of discovery. This inquiry examines the role of invention in the composing of ninth graders and describes the effects on the composing process of instruction in rhetorical invention strategies. Forty-six students representing three levels of instructional grouping (basic, standard, and advanced) participated in the research, conducted at a regional junior high school in New England. Participants were taught several heuristic (discovery) procedures as part of a required writing course. A variety of sources was used to determine the impact of the instruction on their writing processes: questionnaires administered before and after, field observation of the students at work, and individual writing portfolios. In addition, ten students selected for case studies engaged in a series of interviews and oral-composing sessions.

The data analysis is presented in three stages. The first, which relies mainly on concrete description, consists of detailed individual profiles of three of the case-study participants. The second compares these three students' experiences and views to those of the remaining seven. The third stage, which utilizes formal methods of analysis to evaluate some of the data, extends the discussion to the general results obtained from all forty-six participants.

Examination of the data gathered prior to instruction in heuristics showed that the participants did not ordinarily engage in deliberate searches for ideas; they depended on inspiration and suggestions from others. (Advanced-level writers exhibited more planning behavior than members of the other two classes.) In general, the students' composing procedures were halting and one-dimensional, and their sense of control over their writing was limited.

Evidence obtained during and after the instruction in invention revealed several significant effects. Participants' uses of heuristics varied widely, but students of all ability levels became more efficient and more effective in producing ideas. They engaged in more deliberate searching and planning as well as more substantive reformulation. Composing became in both perception and practice a more self-directed activity. This outcome has broad implications for the teaching of writing across the curriculum.

WRITING PROGRAM IMPLEMENTATION: A COMPARISON STUDY OF FORMAL AND INSTRUCTIONAL CURRICULA AS PERCEIVED BY CURRICULUM ADMINISTRATORS AND TEACHERS OF ENGLISH

RICE, CHRISTINE A., PH.D. *University of Southern California*, 1985. Chairman: John W. Stallings

Purpose. This study provides information which may help educators understand what differences exist between current practices and those suggested by the most recent research in the field. It analyzes the extent to which writing is taught with an emphasis on process rather than on the finished product. The study compares current practices in Orange County high schools with the formal writing program suggested by the California State Department of Education in its 1981 publication, *Handbook for Planning an Effective Writing Program*.

Methodology. A questionnaire prepared by the State Handbook Writing Committee was adapted for the study to register both importance and effectiveness of each item. Administrators in charge of curriculum development/implementation and teachers of English in fifteen Orange County secondary districts were surveyed. Data collected were analyzed to determine differences in the perspectives of administrators and teachers related to the formal curriculum established by the State committee and implemented by administrators (the importance scale) and the instructional curriculum identified by practitioners (the effectiveness scale).

Findings. (1) Administrators and teachers placed higher values on the importance of writing program characteristics, activities, and evaluation strategies than on their effectiveness in application. (2) Educators believed the most important goal for writing programs was to establish schoolwide that writing is an important tool for learning in all subjects. (3) Administrators placed significantly higher value on the importance of editing than teachers did. (4) Administrators rated rote learning significantly more important and effective than acquisition, while teachers rated acquisition higher.

Conclusions. (1) Widespread awareness of writing research existed, but this ideal curriculum was not often applied. (2) Educators stressed the value of finished products over the writing process. (3) Educators had little knowledge of the classroom atmosphere required for a successful writing program. (4) Writing was not being used as a tool for learning.

Recommendations. (1) Identify why writing program research is theoretically endorsed by administrators and teachers, but not applied in the classroom. (2) Identify strategies for infusing the teaching of writing as a process across all content areas. (3) Incorporate writing program theory into observation-feedback conferences and evaluation reports. (4) Provide appropriate and continuing training for administrators of curriculum development/implementation and teachers of English.

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CRITERIA FOR EVALUATING TEACHING BEHAVIORS OF COLLEGE WRITING INSTRUCTORS Order No. DA8508126

RIVERS, LOUIS, PH.D. *Fordham University*, 1985. 338pp. Mentor: Rodney Muth

This study has a twofold purpose: Instructional supervisors and college writing teachers were to rank their perceptions of behaviors characteristic of effective college writing teachers from which criteria could be deduced and used to measure teaching effectiveness in college teaching of writing. A second purpose was to demonstrate the use of the Delphi Technique in achieving *revisionism*, a synthesis of choices between scientific management and management by human relations under which 56 statements of three general teaching models were classified.

From analyses of the data, the inference was made that the synthesis characteristic of two management modes project a more accurate and objective description of what current college writing teachers and instructional supervisors perceive effective college teaching of writing to be.

From 73 different colleges in 35 different states, 102 respondents (55 college writing teachers and 47 instructional supervisors), identified as experts in the domain of language arts, were instructed in the procedures for completing a questionnaire designed especially for this study to rank and rate 56 statements, 28 characteristic of scientific management, and 28 characteristic of management by human relations.

Using the Delphi Technique, consensus among the 102 respondents was achieved in two rounds. In the first round, there was disagreement among teachers on 21 statements; on 22 among supervisors; and on 25 for the total group. In the second round, 53 statements achieved consensus for supervisors; 55 statements for writing teachers; and all 56 statements for the total group. A plurality of statements characteristic of management by human relations were ranked to be of *highest* and *major importance*.

From the consensus, an inference of what constitutes an effective writing teacher could be made. Thus, the effectiveness of teaching college writing can be defined and measured. The effective college writing teacher shows enthusiasm for teaching writing; uses standard speech; is emotionally stable; and attends class regularly. S/he consistently plans instruction; and uses concepts, skills, and theories pertaining to the teaching of writing to help students develop positive feelings of themselves and life in general.

A CASE STUDY OF THIRTY EVENTS OF "WRITING LESSONS" IN A FOURTH GRADE CLASSROOM

Order No. DA8515443

ROBERTS, JEAN MARY, PH.D. *University of Pennsylvania*, 1985. 291pp.

The purpose of this case study was to answer the question: What is the nature of the writing event of "lessons" in a fourth grade classroom, and how are these events construed by participants and influenced by the context?

Thirty events, identified by participants as "writing lessons" were carefully observed over a period of seven months, by the researcher in the roles of nonparticipant observer, interviewer, and reader of written products. The fourth grade sample was a group of nineteen pupils, a teacher and teacher "helper", in a multi-ethnic, multi-racial, coeducational private Quaker school, on the outskirts of the city of Philadelphia. Data were gathered and analyzed as an ongoing and recursive process, as field notes, transcribed tapes of conversations, formal and informal interviews, and analysis of written products.

The teacher's structures and methods for teaching writing were designed with his perspective on pupils' social conduct and his view of writing as a subject that could create discord in the classroom. This resulted in teacher-centered classroom discourse and writing tasks that were teacher-controlled and rule-oriented. Pupils' responses indicated that this approach to lessons helped create a context that was limiting to pupils as writers. There is much here to indicate that writing must be taught in a different way. The implication is clear that those who wish to teach teachers how to teach writing must face the fact that they will have to struggle to change attitudes--it simply is not a matter of imparting skills. Finally, those who wish to understand what really happens in the class must learn to look at pupils' responses to teaching--the subtle patterns of pupils' compliance and defiance as members of the classroom.

SHAPING THOUGHT AND UTTERANCE: THE FUNCTION OF REREADING IN THE WRITING PROCESS

Order No. DA8514090

SCHNEIDER, ANNETTE EVE, D.A. *State University of New York at Albany*, 1985. 207pp. Chairperson: Lee Odell

Problem. This exploratory study examines the subprocess of rereading to see how it functions in the composing processes of six college writers, three skilled and three unskilled. Since the writer of a text is also a reader of the same text, the study attempts to describe how reading and writing processes interact during composing. More specifically, the study tries to determine (1) the extent to which these writers relied on this subprocess, (2) the effects of rereading on the tempo of discourse production, (3) the source/s of production difficulty on a persuasive task, (4) the strategies these writers used to overcome production difficulties, and (5) the function and structure of reviewing in the composing processes of these writers.

Findings. Rereading was a significant subprocess only for the skilled writers in this study. The unskilled writers spent little, if any, time rereading their texts. The absence of rereading seemed to contribute to the linear, left-to-right nature of their composing processes, a linearity which proved to be time-efficient but ineffective in helping them sustain the ebb-and-flow tempo of discourse production.

Both groups of writers reread their texts at linguistic and cohesion stuckpoints. However, the skilled writers seemed to have a much larger repertoire of strategies for overcoming production difficulties. These included a variety of rereading strategies which helped them construct, write, and edit as a single, unitary action. This unitary action is represented in the present study as the REVIEWING process, a process which consists of three subprocesses: REREADING, FEEDBACK, and EDITING.

Conclusions. Rereading seemed to help skilled writers in this study get through a bottleneck, sustain the tempo of discourse production confirm or disconfirm a perception, and discover and shape their perceptions. The lack of recursion in the composing processes of the unskilled writers suggests that rereading also may be an important strategy for maintaining the recursive nature of the composing process and for helping writers discover, formulate, and reformulate their ideas. In short, the findings of this study suggest that rereading has an important function in helping writers shape meaning at the point of utterance.

EFFECTS OF TEACHER-WRITTEN COMMENTS ON THE REVISION OF DESCRIPTION ESSAYS BY COLLEGE FRESHMEN

Order No. DA8518684

SHAW, RICHARD MURRAY, PH.D. *Ball State University*, 1985. 152pp. Chairman: Richard G. Whitworth

This study investigated interaction effects between the type and amount of teacher-written feedback, the sex of the subjects, and the degree of focus, organization, and development in two revised drafts of a 400-word description essay written by 43 college students in two sections of a freshman composition course taught by one instructor.

Subjects in each section were randomly assigned to four different treatment groups to receive teacher-written comments or questions on their initial drafts and on their two revisions, each written in two 50-minute periods. Treatments were as follows: (1) *Selective Comments* were a terminal paragraph of specific suggestions for improving focus, organization, and development in the next draft. (2) *Extensive Comments* were a terminal paragraph of specific suggestions; specified errors in spelling, punctuation, agreement, and usage were noted in the margins. (3) *Selective Questions* about focus, organization, and development were written in the margins. (4) *Extensive Questions* about focus, organization, and development were written in the margins, and specified errors in spelling, punctuation, agreement, and usage were noted in the margins.

Three dependent variables (focus, organization, and development) were measured on separate five-point scales by two raters. A 2 x 2 x 2 x 3 multivariate analysis of variance revealed two significant two-way interactions at the .05 level.

The interaction between revision and sex showed that in response to teacher-written feedback on initial drafts, the males significantly improved their focus, organization, and development scores on the first revision, but the females improved only their focus and development scores. The interaction between revision and comment type showed that the Comment Groups improved their focus, organization, and development scores on the first revision, but the Question Groups improved only their focus and organization scores.

A second revision (in response to teacher-written comments and questions and four 50-minute periods of practice in improving focus, organization, and development in sample student essays) showed no significant improvement over the first revision. There were also no significant differences between Selective Groups (no mechanical errors marked) and Extensive Groups (specified errors in spelling, punctuation, agreement, and usage noted).

A SCHOOL SYSTEM TEACHES COMPOSITION (1957-1982): A CASE STUDY

Order No. DA8510191

STURROCK, ALAN, ED.D. *Harvard University*, 1985. 143pp.

This historical case study investigates how the teaching of composition *as a subject* evolved and changed in the Brookline Public Schools during the period 1957-1982. What is the process of educational change in teachers' attitudes and methods to the subject is the central research question; additionally, the study examines what national, state, and local trends are historically relevant, and where and under what terms the teaching of composition becomes an issue.

Historically, research in the teaching of composition has been chained to its twin masters: Language Arts (K-8), and the Tripod (9-12). Consequently, research in the history of the subject has been less than occasional. Indeed, more than half of all research in the subject over the last twenty five years has been done in the last seven. As Donald Graves attests in " A New Look At Writing Research" (p. 19): "even though much of our research has focused on teachers in the past, we have never actually studied the process of teaching writing".

There has been *no* written research about Brookline that chronicles changes in the teaching of composition over time. Consequently, oral history lends itself as an appropriate qualitative research method, a method which attempts "to preserve the knowledge of historical events as recounted by the participants" (Willa Baum, *Transcribing & Editing Oral History*, p. 5). The method has four steps: pre-interview and selection of subjects to be interviewed; a series of formal interviews with assenting subjects; transcribing and editing interviews; and categorizing and cross-referencing the data to ensure retrievability. Additionally, published

curricula, reports by outside agencies, interviews with former students, parents, and school committee members serve to corroborate personal histories, and insinuate a common truth for all.

The process of educational change appears to oscillate between the point of tradition and the counterpoint of innovation. Counterpoint is an appropriate metaphor to conceptualize change: it is additive; it synthesizes from the on-going dialectics; and it respects the linear or cyclical sovereignty of each. Thus, there has been a discernible drift from teaching knowledge of composition to teaching composition by composing to focusing on the process of composing.

ORAL AND TEXTUAL COMPOSING PATTERNS OF BEGINNING WRITERS

Order No. DA8519047

WOODSON, NANCY POTTER, PH.D. *The Ohio State University*, 1985. 235pp. Adviser: Donald Bateman

This dissertation studies writers who have been labeled as "remedial," "restricted," and "basic" language-users. My work with these writers over a seven-year period convinced me that they wrote neither randomly nor remedially, but rather applied many of their natural speaking strategies to their written work. Using Alexander Luria's term, "beginning," to describe these writers, I explored the possibility that they produced written language which extended along an oral/textural continuum and which contained traits of both cultures. Problems arose when these beginning writers used their oral language strategies inappropriately in textual situations.

To examine the contexts in which beginning writers actually confuse oral and textual composing strategies, I link orality and textuality respectively to dialogic and monologic language. Dialogic language is situational, formulaic, shared, and grammatically fragmented. It is the language of conversation and therefore is inadequate for formal written situations which require monologic language. This language, in contrast, is flexible, elaborative, and logically planned. The student writing samples used throughout this dissertation illustrate that beginning writers tie situational speaking and writing strategies together; therefore, they are unable to produce the cohesive, planned language which writing for an audience requires of them.

It is possible, however, to use the strengths of oral-based writers to produce more acceptable writing patterns. Theoretically, teachers may use the dialogic, conversational framework of beginning writers' strategies as a base from which to slowly introduce and incorporate the concepts of monologic language.

To test the pedagogical effects of structuring writing situations in a dialogic or monologic format, my Pilot Project studied the writing samples of fifty students who were taking freshman essay placement examinations for The Writing Workshop at The Ohio State University in 1984. The implications of this Project were that the lowest-level beginning writers responded most effectively when dialogic essay prompts were used, and they responded least effectively when monologic prompts were used. This would support the assertion that building on the oral patterns of beginning writers may open opportunities for introducing new writing strategies; and, that as teachers, we need to examine more closely the structuring of examinations and assignments for their effects on students' writing.

WRITING STORIES UNDER TIME AND LENGTH CONSTRAINTS

ZBRODOFF, NADIA JANE, PH.D. *University of Toronto (Canada)*, 1984. Chairman: J. P. Wilkinson

This thesis reports an investigation of the effects of time and length constraints on writing and its development. In one study, writers in grade 5, grade 10, and in graduate school wrote stories based on titles under different time constraints (i.e., 2.5, 5, 10 and 20 minutes). In another study, different writers in grade 5, grade 10, and graduate school wrote stories based on titles under different length constraints (i.e., 6, 12, 24 and 48 lines).

Overall, it was found that writers were able to meet the constraints very well, generally writing up to the last minute given and the last line given. The one exception was in grade 5, where writers failed to meet the 20 minute constraints. Time constraints usually affected written compositions in the same way as length constraints in grade 5 and grade 10 stories. However, in adults, time and length had different effects on several aspects of their stories.

In order to determine what writers did to adapt to the various constraints, adjustments in writers' story structure, use of script knowledge, and performance processes were assessed. Generally, writers tended to keep the basic constituent structure of their stories constant and they varied the size and the number of their constituents and the number of the relations between them. They also varied the amount of script knowledge they used to write their stories, but they never used more than half of the script knowledge they had. Adults varied the speed and the size of their writing and the time they took to start writing their stories in response to constraints. On the other hand, grade 5 and grade 10 writers did not vary these performance aspects of their writing.

The studies in this thesis showed that time and length constraints are important constraints in that they influence most of the measures of the writing process. Thus, time and length constraints should be controlled in future research in writing and its development.

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